COURSE OF STUDY

Theme: Preparing Inquiring Educators: Knowledge, Understanding, Application

1. **Course Title and Credits:** ELCL 630, Research in Education II, 3 graduate credits

2. **Course Description:**
This course is a continuation of CIEE 629, Research in Education I, and focuses on students' experiences in carrying out and writing up their original educational research projects within their fields of specialization in the M.Ed. in Education program. The draft of the first three chapters are revised during this semester and the full five-chapter paper, including a report of results and a discussion of findings, is submitted at the end of the semester. During this semester scheduled class time is spent primarily in conferencing about individual projects. Group meetings are held to work on developing techniques for presenting the results and discussion chapters of the paper. Course culminates in oral presentations of research results.

3. **Prerequisite:** CIEE 629, Research in Education I

4. **Course Objectives:**
A. To prepare revisions as needed for the three-chapters submitted in CIEE 629.
B. To identify and apply procedures for organizing, analyzing, and presenting research results.
C. To identify and apply techniques used for interpreting and drawing conclusions about the results of a study after data has been collected.
D. To write the two final chapters of an original educational research thesis consisting of a results section and a discussion/conclusion/educational implications section.
E. To submit a completed five-chapter empirical research thesis to the course instructor on an agreed-upon topic within the student's field of specialization.
F. To present research results orally and as poster to peers and faculty.

5. **Student Learning Outcomes:**
Students will be able to:
A. Complete revisions as needed for the three-chapters submitted in CIEE 629.
B. Apply procedures for organizing, analyzing, and presenting research results.
C. Apply techniques used for interpreting and drawing conclusions about the results of a study after data have been collected.
D. Write the two final chapters of an original educational research thesis consisting of a results section and a discussion/conclusion/educational implications section.
E. Submit a completed five-chapter empirical research thesis to the course instructor on an agreed-upon topic within the student's field of specialization.
F. To present research results orally and in poster format to peers and faculty at end of semester “conference.”

6. **Course Content:**
   A. Structuring Chapter IV, the Results Section
   B. Interpreting results for the Discussion and Conclusions Section
   C. Using statistical computer software packages for evaluating results
   D. Revising and preparing the final written copy
   E. Individual conferences to follow-up on A - D
   F. Student presentations of completed studies
   G. Submission of five completed chapters as the final thesis
   H. Planning for presentation of research papers and results at end-of-semester “conference.”

7. **Teaching/Learning Methods:**
   A. Lecture and discussion
   B. Assigned readings
   C. Periodic written assignments on parts of the thesis
   D. Individual conferences
   E. Preparation for presentations of research results in class for peers

8. **Evaluation Methods:**
   A. Submission of revisions for Chapters I, II, and III of thesis
   B. Submission of first drafts of Chapters IV and V
   C. Submission of completed drafts of Chapters I - V

9. **Recommended Texts/Readings:**

10. **Preparer’s Name and Date:** Professor Rochelle G. Kaplan, Fall 1993 (original date)

11. **Department Approval Date:** Fall 1993

12. **Reviser’s Name and Date:** Rochelle G. Kaplan, Spring 1996; Spring 2000; Fall 2003; Spring 2007

13. **Department Revision Approval Date:** Spring 1996; Spring 2000; Fall 2003; Spring 2007
14. **Bibliography:**


Evaluation Criteria and Rubric for Scoring the Research Project: M.Ed. in Education

CIEE 630, Research in Education II - Implementation and Reflection Phase

Score:

3  Literature review is comprehensive, well organized, well written, and leads logically to research questions and methodology; or substantive revisions made directed toward these criteria; List of references complete and accurate.

3  Research questions – revised and well written with theoretical rationale for study; research questions are the questions addressed by the actual study

3  Research methods – revised and reflects actual data collection; clearly written and enough detail to enable replication

3  Results – Data described and analyzed reflecting answers to posed research questions; detailed reporting of questions raised and observations made during the course of the study

3  Discussion, Conclusions, and Professional Practice implications – results tied to research questions, literature, and theories that were previously articulated with logical interpretations of evidence found/reported and strong emphasis on specific implications for future practice in the specialization; recommendations tied to specific findings of the study.

[Required style format (e.g., APA) used correctly; Appendices attached; Ready for submission to library or almost ready with correction of a few typos]

2  Literature review is extensive, organized by subtopics, well written but some typos or grammatical slips still included, summary clear but does not lead specifically to research questions and methodology; some revisions made resulting in noticeable improvement from first draft; List of references complete and accurate

2  Research questions – revised and reasonably well written but weak theoretical rationale for study; research questions are the questions addressed by the actual study

2  Research methods – revised and reflects actual data collection; clearly written and enough detail to enable replication

2  Results – Data described and analyzed reflecting answers to posed research questions; minimal or no extension of results to include questions raised and observations made during the course of the study

2  Discussion, Conclusions, and Professional Practice implications – results tied to research questions, literature, and theories that were previously articulated, but little interpretation of actual findings and little emphasis on specific implications for future practice in the specialization; recommendations not well tied to specific findings of study.

[Required style format (e.g., APA) used correctly most of the time; Appendices attached; Not ready for library without substantial revision]

1  Literature review is sparse, not well organized, not well written, and does not lead logically to research questions and methodology; few revisions made compared to first draft; List of references incomplete and inaccurate.
1 Research questions revised, but still not well stated; no logical tie-in with theoretical rationale for study; research questions are not the questions that were addressed by the actual study
1 Research methods – minimally revised; may not reflect actual data collection; poorly written with not enough detail to enable replication
1 Results – Data poorly described and presented; analysis does not reflect answers to posed research questions; no reporting of questions raised and observations made during the course of the study
1 Discussion, Conclusions, and Professional Practice implications – results not tied to research questions, literature, and relevant theories; no interpretation provided with only restatement of results previously reported; vague generalizations referring to future research and practice in the specialization; recommendations not tied to actual findings of study

[Required style formats not used correctly; frequent grammatical errors and typos; Appendices missing; Not acceptable for library]

Based on the above descriptive criteria, the following is the scoring rubric is suggested for use in evaluating Research in Education II as part of the Research Applications Projects for Advanced Programs in the COE Unit.

For Research Projects that Entail Implementation, [CIEE 630-Research in Education II]

<table>
<thead>
<tr>
<th>Component</th>
<th>1 point- unacceptable</th>
<th>2 points- acceptable</th>
<th>3 points - target</th>
<th>Total Score</th>
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<td>Research Questions</td>
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5 components are described. A score of 1, 2, or 3 may be given for each component. This would result in an overall score of 5-15 points. A total score of 13-15 is considered Target; a score between 9 - 12 is considered Acceptable; and a score of 8 or below is considered Unacceptable.